ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001383	SC 1925	N.A.	

4. AUTHOR(S):
The Horace Mann-Lincoln Institute

5. TITLE OF DOCUMENT ABSTRACTED:
Horace Mann-Lincoln Institute of School Experimentation
Annual Report 1962-1963

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Teachers College, Columbia University
New York, New York

8. PLACE OF ORIGIN
ORG. Horace Mann-Lincoln Institute
ST. Columbia University
CITY, STATE New York, New York
TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	15

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)
field experimentation
research projects
classroom innovations
curriculum changes
research projects

17. ABSTRACT (MAX. 250 WORDS)

Over a period of twenty-one years the Horace Mann-Lincoln Institute has undergone many changes. Its original purpose, field experimentation, was somewhat formalized into action research, the idea being that research in conjunction with action might amount to an educational form of the war-time "operations research." Gradually, the Institute staff has given up its exclusive emphasis on field experimentation. Staff members encountered a number of problems in the field that required a formal research approach, and not all problems can be formulated and solved at the point of action. The problem of curriculum change itself, for example, requires careful theoretical formulation. Staff personnel have changed, thus bringing in new people with new interests.

Most of the studies in the Institute consist of formal research projects. Only two, the Mathematics Project and the Educational Communications Project, are direct attempts at classroom innovation. Research projects currently underway are: Pre-School Reading Ability, Urban Education, Career Pattern Study, Education for Self-Understanding, Children's Thinking, Leadership Training, and Curriculum Development.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

1925

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

STRUCTIONAL TECHNOLOGY - U.S.C.
1925

ED001383

HORACE MANN-LINCOLN INSTITUTE OF SCHOOL EXPERIMENTATION

Arthur W. Foshay,
Executive Officer

1962-1963
ANNUAL REPORT

INSTRUCTIONAL TECHNOLOGY - U.S.C.
1925

ANNUAL REPORT, 1962-3

The Horace Mann-Lincoln Institute of
School Experimentation
Teachers College, Columbia University, New York, N. Y.

The Horace Mann-Lincoln Institute is entering its twenty-first year. Founded in 1943 as a war-time committee of the College Faculty, the Institute was intended to bring to life in the schools what was implied by the research of the time, and to redevelop the curriculum through field experimentation. The first three books were to lay a groundwork: Jersild's Child Development and the Curriculum (1946), Counts' Education and American Civilization (1952), and the book by Stratemeyer, Forkner, and McKim (with others), Developing a Curriculum for Modern Living (1947, revised with Passow, 1957).

At the same time, a group of Associated Schools was formed -- school districts from New York to Denver -- to provide the beginning of a network that would generate experiments, provide a setting for them, and help to disseminate the results. As H.L. Caswell, the originator of the Institute, said at the time, "We'll change the curriculum by changing it."

Twenty-one years is a long time and the Horace Mann-Lincoln Institute has undergone changes. The original purpose -- field experimentation -- was somewhat formalized into action research, the idea being that research in the field where real action went on might amount to an educational form of the war-time "operations research," or of the highly successful field demonstration approach of the United States Department of Agriculture. Stephen M. Corey, the Executive Officer of the Institute, put much of the experience of the Institute staff, plus his own thoughts on the subject into Action Research to Improve School Practices, (1953).

Gradually, however, the Institute staff has given up its exclusive emphasis on field experimentation. For one thing, members of the staff encountered a number of problems in the field that required a formal research approach. Not all problems can be formulated and solved at the point of action. The problem of curriculum change itself, for example, requires careful theoretical formulation. For another, the personnel of the staff changed. New people, new interests. Most of the studies in the Institute now are formal research projects. Only two -- the Mathematics project under Professors Passow and Goldberg, and the Educational Communications project under Professor Forsdale -- are direct attempts to innovate in the classroom. The other projects are concerned with various prior questions.

Pre-School Reading Ability
Professor Dolores Durkin, Principal Investigator
Research Assistant: Valora Nelson

Two longitudinal studies, one began in 1958 and another, in 1961, in New York, have been continued during the present year. In the California research, reading test data have been collected for children who were pre-school readers and who have now finished Grade 5, and for a control group. In the New York phase the research data for the experimental and control groups have been gathered from reading tests, the Bender-Gestalt Test, and a word memory test. All of these data, together with family-interview and intelligence data, will be used: (1) to identify differences between children who read before entering school and children who do not; and (2) to examine the future value of an early start in reading.

- - - - - -

Urban Education
Professor Miriam Goldberg, Principal Investigator
Research Assistant: David Elliott

During the academic year 1962-1963 Professors Goldberg and Passow were instrumental in developing a proposal to Teachers College for the establishment of an Institute of Urban Studies. The proposal went through several revisions and formed a substantial portion of the final draft which was accepted by the College. The Urban Education Project of HMLI was one result of this proposal.

During the latter part of the year Professor Goldberg, working with the staff of the Institute of Urban Studies, participated in formulating the proposal for a comprehensive socio-psychological-educational study of school learning of children in depressed areas of several large cities across the nation. The particular portions which were developed by Mrs. Goldberg related to clinical studies of children and families; the organization of experimental classes

for the comparative study of intervention procedures; and studies of the use of materials and teaching techniques in more and less successful classrooms. The proposal, as a whole, was submitted to the U.S. Office of Education, Cooperative Research Branch, under the auspices of the Institute of Urban Studies.

During the course of the year a considerable body of literature relating to urban life and education was collected and reviewed and procedures for a permanent information retrieval system were developed. This procedure, based on the Uniterm System, will enable easy access to literature related to most facets of urban life with particular emphasis on education problems.

Contacts were made with several public schools and classes were visited. The visitations provided entries for more intensive study of classroom processes the following year. The project staff outlined a general procedure for classroom observation which would result in a refined method of observing, recording and classifying classroom observations and relating the findings to academic success of pupils. The emphasis has been placed at the primary level.

In general, the first year of the Urban Education Project was devoted to efforts relating to the establishment of the Institute of Urban Studies, to a study of the literature and of the present programs in various urban centers, and to a coordinated multi-disciplinary approach to the research efforts of the Institute of Urban Studies. The latter was reflected in the proposal submitted to the U.S. Office of Education.

- - - - - -

The Talented Youth Project is concerned with research into the nature of talent and studies possible modifications in curriculum, teaching and organization by which schools can improve their educational provisions for the talented. The major activity of the Talented Youth Project was the study titled, "Accelerated and Enriched Curriculum Programs for Academically Talented Students -- (Mathematics)." This four-year nine-month project, partially supported by a grant from the Cooperative Research Branch of the United States Office of Education, completed a second year as the students finished the seventh grade.

Six different mathematics programs are being tested on a total of 1,520 students. The students are in 51 classes in 35 schools affiliated with 25 different school systems. A total of 43 teachers responsible for the classes participated in the in-service meetings conducted during the year. The number of in-service sessions varied from three to six, depending on the nature of the mathematics program being followed.

End-of-year testing included two separate examinations. All students took a two-part Mathematics Achievement Test-Form 7 prepared especially for this project by the Educational Testing Service. In addition, each class took a Teacher-made Test, which had been prepared by the project staff from items submitted by participating teachers, these differed for each of the six programs. The tests are being scored and the results will be analyzed during the coming year. In the case of the ETS-prepared tests, the data will be analyzed by type of program. The same type of testing program will be administered at the end of the eighth and ninth grades (June 1964 and 1965).

Other TYP activities included the expansion of the coded digests of literature and materials on the talented and the preparation of reports of findings from studies completed. There was some preliminary exploration of research design and experimentation focused on the development of talent of youngsters from urban depressed areas.

- - - - - -

The Career Pattern Study
Professor Donald E. Super, Principal Investigator
Research Associate: Dr. Martha Heyde
Consultant: Professor Jean Pierre Jordaan
Research Assistants: Louise Chatel, Evelyn Marr, Elizabeth Gotkin, Marian Leibowitz, Ralph LoCascio, Stephen Bailey, James Bothwell

The Career Pattern Study is a longitudinal study of vocational development. The principal activities of the year now closing have consisted of the follow-ups of the two classes first studied in the Middletown Junior and Senior High Schools in 1951-1952, and of work on methods of analyzing the data collected on these boys as 12th graders in 1955 or 1956, and as 25 year-olds (on the average) last year and this year.

Follow-Up

As reported in June, 1962, at this time last year 79% of the original 9th graders still living had been interviewed and tested, for one whole day each. This figure has now been raised to 93% as uncooperative subjects have been won over, as service men have returned from distant assignments, and as staff members or consultants have on other business found time to interview men in Germany and in Turkey. This percentage will probably be increased to 94% since further testing will be completed in the near future. Some subjects will not be obtainable, since at least two seem paranoid, and at least two more are unavailable

due to active criminality.

The original 8th graders have been the principal subjects of this year's follow-up. To date (June 30, 1963), we have completed data collection on 75% of the surviving original 8th graders, ten years after the first case studies were made.

The record of 95% returns in a follow-up of 9th graders ten years later, including boys of all socio-economic and intellectual levels and after college and military service, is unique in the history of eddcational, psychological, or sociological research. It permits us to generalize, since we have no appreciable loss of subjects, to all entering 9th graders in Middletown in 1951-52, to all Middletown 9th graders of the post-war years (since our data demonstrate typicality), and to many other communities similar to Middletown economically and socially.

Data Analysis

During 1962-1963, Dr. Martha Heyde, as Research Associate, and Professor Jean Pierre Jordaan, as a volunteer, have devoted much time to getting methods of measuring vocational maturity in the 12th grade ready for use. The objective is to have data analyzed and the first draft ready for criticism by summer, 1964.

Data analysis methods have been worked on for the follow-up material, even while interviewing and testing of the second group proceeded. Efforts have been focused on devising measures of the major types of early career behavior, defined a priori in a working paper by Professor Super. Measures of floundering and trial, of stagnation, instrumental behavior, and establishment, have been devised. Work already begun on processing data from the original 9th graders, collected last year at age 25, is being pursued during June and will be continued during the summer. Demographic and other data are also being analyzed. It is expected that all follow-up data on the original 9th graders will have been processed by the end of June, 1964, to permit the writing of the preliminary

report for the Floundering and Trial Project (supported by a grant from the U.S. Office of Education) during the summer of 1964.

Publications

In addition to the publications mentioned in the bibliography, the Work Values Inventory, first devised for use in the Career Pattern Study, has been used at Teachers College in the study of Peace Corps trainees and by Professor Kenneth Hoyt at the University of Iowa in the study of 3200 business and trade school students. A Biographical Inventory developed by Professor Super, Martha Heyde, and Winthrop Adkins as a result of work with an earlier form in the Career Pattern Study and in Adkins' thesis, was used by the Medical College Admissions Testing Program during the spring of 1963, in order to further test the internal consistency, independence, and validity of its personality scales.

- - - - - -

Education for Self-Understanding
Professor Arthur T. Jersild, Principal Investigator
Research Assistant: Dorothy Flapan

In the research project dealing with the implications of self-understanding for education, two lines of study have been undertaken. One is an investigation of the development of children's, adolescents' and older persons' awareness of and insight into their own and others' feelings and motives. The other is a study of ways in which teachers, through group meetings, can mutually help one another to uncover, examine and deal constructively with emotional experiences that help or hinder them in their work with students and colleagues.

- - - - - -

Children's Thinking
Professor Millie Almy, Principal Investigator
Research Assistant: Paula Miller

The academic year has seen completion of an initial report on the data gathered from interviews with 330 kindergarten, first and second grade children in the fall of 1961. The discriminant function analysis has also been completed, but the results have not yet been summarized. Analysis of the data from the questions related to the children's understanding of the phenomenon of floating is in progress, but has presented some unforseen and time consuming complexities. The fourth round of interviewing of the children who were first seen in kindergarten in the fall of 1961 is in progress.

The statement in the report of May 31, 1962 indicating that the year had seen the publication of several studies dealing with the "conservation" ability of American children holds equally for the current academic year. However, the focus of the present study and its longitudinal character still have a certain uniqueness. As other studies are reported in the literature, many possibilities arise for modifying the present study. These must of necessity be resisted, except as some additional measures may be introduced at the time of final interviewing.

In the meantime, however, thanks to the interest of the research assistants, and the willingness of the Grant Day Care Center to permit "experimentation" with five-year-olds, some initial work on methods of improving "conservation" abilities, or better, concept formation has been undertaken and is providing some useful cues for further work.

Apart from the above, considerable thought has gone into the question of the significance of Piaget's theory, together with related research and theory, for the curriculum of nursery school, kindergarten, and first grade. A paper, "New Views on Intellectual Development: A Renaissance for Early Childhood Education," is an initial outcome.

A consultative relationship with the Enrichment Program of the Institute for Developmental Studies has also afforded many opportunities to test out some of the ideas in actual classroom practice.

Professor Almy is engaged in a cooperative endeavor, involving colleagues at Iowa, Cornell, Stanford, Wisconsin and Merrill-Palmer, in which they are attempting to review the current literature of cognition in so far as it relates, or should relate to nursery school curriculum.

- - - - - -

Project in Educational Communication
Professor Louis Forsdale, Principal Investigator
Research Assistants: Joan Rosengren, Stuart A. Selby, John L. Swayze
Technical Assistant: William D. Badgeley

During the past academic year, the Project in Educational Communication has devoted the major portion of its time to the production of films specifically designed for use with the 8mm cartridge-load silent projector. (This projector is potentially important to education because it makes possible for the first time the study of moving images by an individual, even a young child, in the exhaustive way that has long been possible with print.) The films which were produced often were novel in form, intended to accomplish instructional jobs which heretofore have not been attempted in the film medium. Many of them were

tested informally before final production, and subsequent versions were designed to be tested more formally, both for their effectiveness in teaching content and to evaluate the new film forms, thus continuing the investigations of the general concept of film literacy.

The main purpose in producing these films is to supplement with examples the extensive speaking and writing efforts of the staff and to stimulate and promote the development of this medium in the field of education.

Professor Forsdale and Stuart Selby represented the U.S. as participants in the International Meeting on Teaching Film and Television Appreciation, in Oslo, October 7-13, 1962.

- - - - - -

Leadership Training
Professor Matthew B. Miles, Principal Investigator
Research Assistant: Emily Schneider

Recently, Professor M. B. Miles has devoted most of his attention to the development and editing of a collection of studies of the processes of innovation in educational systems. The attempt is to understand such change processes more clearly as a basis for more coherent management of them. Many current innovational attempts are haphazardly planned and executed; the growing pace of educational change demands more sophisticated, sustained attention to the nature of change processes and their management, as well as to the content of innovations themselves.

Professor Miles has also devoted some of his attention to the Horace Mann-Lincoln Institute as a research organization, studying its needs for change and development.

The project has previously focused on changes in individuals as a result of intensive human relations training conferences. Recent experimental work with school executives at such conferences, and a prototype conference involving so-called "team training" with the superintendent, central office personnel and principals of a school system, suggest the importance of educational change projects which treat the organization as the focus of attention. A new project is being developed in this area.

- - - - - -

Curriculum Development
Professor Arthur W. Foshay, Principal Investigator
Research Assistants: David Elliott, John Herbert

The Pilot Study of Educational Achievements of 13-Year-Olds in Twelve Countries, conducted under the auspices of the UNESCO Institute for Education in Hamburg under the direction of Professor Foshay, was brought to an end during the 1962-1963 school year with the publication of its report. This study formed the background for a second study, conducted in cooperation with the Institute for International Education of the University of Chicago and under the auspices of the UNESCO Institute in Hamburg. The American participants in the second study, which was financed by the United States Office of Education, are Professors Thorndike and Foshay of Teachers College, and Professors Benjamin S. Bloom and C. Arnold Anderson of the University of Chicago. Professor Thorndike is editor of the tests for the project; Professor Bloom is in charge of the Committee on Research Design for the project; Professors Anderson and Foshay serve as representatives of their respective College administrations and as participants in various of the project activities. This project includes

participants from 10 countries: United States, England, Scotland, Sweden, Finland, the Netherlands, Belgium, Israel, France, and Japan, in a closely coordinated study of mathematics achievement at the secondary school level. The project, which began in the fall of 1962, will be brought to an end during 1965. In connection with this project, Professor Foshay met in Hamburg with the other participants in June of 1962 and again in New York in December of that year.

Professor Foshay, with Mr. John Herbert, research assistant, has been examining the impact of team teaching on the curriculum of an elementary school in Greenwich, Connecticut. The study is administered by the Institute of Field Studies of the Teachers College, and is financed by the Board of Education of Greenwich, Connecticut on a grant by the Ford Foundation. This study will be completed during the spring of 1964.

In the course of the year, Mr. Foshay completed the editing of a Handbook of Education for the Rand McNally Publishing Company. The Handbook was published in June of 1963.

* * * * * *

Bibliography

Almy, Millie and Chittenden, Edward. "Young Children's Thinking: Understanding of the Principle of Conservation." Paper presented at the meetings of Society for Research in Child Development. Berkeley, California, April 13, 1963. Mimeographed.

Almy, Millie. "New Views on Intellectual Development: A Renaissance for Early Childhood." New York, Teachers College, Columbia University, 1963. Mimeographed.

Durkin, Dolores. "An Early Start in Reading?" Elementary School Journal, 63:146-151, December 1962.

_____. "Children Who Read Before Grade One: A Second Study." Elementary School Journal, in press.

_____. "Parents and Reading." Education, in press.

Forsdale, Louis, editor. 8mm Sound Film and Education. New York, Bureau of Publications, Teachers College, Columbia University, 1962.

Forsdale, Louis, Ellis, Jack, and Selby, Stuart A. "The Teaching of Film and Television Appreciation in the United States of America." A working paper prepared for the International Meeting on Teaching Film and Television Appreciation. Oslo, Norway, International Center of Films for Children, UNESCO, October 7-13, 1962.

Forsdale, Louis. "The State of 8mm -- Silent and Sound." Audiovisual Instruction, 8,6, June 1963.

_____. "8mm in American Education." The Science Teacher, 6,7:122-23, June 1963. (A British publication.)

_____. "8mm Motion Pictures in Education: Incipient Innovation." Innovation in Education, Matthew B. Miles, editor. New York, Bureau of Publications, Teachers College, Columbia University, in press, 1963.

Foshay, Arthur W., editor. The Rand McNally Handbook of Education. Chicago, Rand McNally and Company, 1963.

Foshay, Arthur W. and Elliott, David L. "Chart or Charter: Recent Developments in Educational Discourse." Review of Educational Research, 33,3:233-44, June 1963.

Foshay, Arthur, W., Thorndike, Robert L., and others. Educational Achievements of Thirteen-Year-Olds in Twelve Countries. Hamburg, Germany, The UNESCO Institute for Education, 1962. 68 p.

Goldberg, Miriam L. "Adapting Teacher Style to Pupil Differences -- Teachers for Disadvantaged Children." Merrill-Palmer Quarterly, in press, April 1964.

Goldberg, Miriam L. "Factors Affecting the Educational Attainments of Children in Depressed Urban Areas." Education in Depressed Areas, A. Harry Passow, editor. New York, Bureau of Publications, Teachers College, Columbia University, 1963.

_____. "Research on the Gifted 1955-1963." Interim Report; Horace Mann-Lincoln Institute of School Experimentation. New York, Teachers College, Columbia University, April 1963. Mimeographed.

Jersild, A.T., Lazar, E., and Brodkin, A. The Meaning of Psychotherapy in the Teacher's Life and Work. New York, Bureau of Publications, Teachers College, Columbia University, 1962.

Jersild, A.T. "What Teachers Say About Psychotherapy." Phi Delta Kappan, 44,7:313-317, April 1963.

Miles, Matthew B. "Educational Innovation." American Behavioral Scientist, in press.

_____. "Human Relations Training: Current Status." Issues in Human Relations Training, L.P. Bradford, editor. Washington, D.C., National Training Laboratories, 1962.

Miles, Matthew B. Review of "Social Structure and Learning Climate." C.D. Orth." Contemporary Psychologist, in press.

Miles, Matthew B., editor. Innovation in Education. New York, Bureau of Publications, Teachers College, Columbia University, in press.

Miles, Matthew B. "Educational Innovation: The Nature of the Problem." Innovation in Education, Matthew B. Miles, editor. New York, Bureau of Publications, Teachers College, Columbia University, in press. Chapter 1.

_____. "Educational Innovation: Some Generalizations." Innovation in Education, Matthew B. Miles, editor. New York, Bureau of Publications, Teachers College, Columbia University, in press. Chapter 25.

_____. "On Temporary Systems." Innovation in Education, Matthew B. Miles, editor. New York, Bureau of Publications, Teachers College, Columbia University, in press. Chapter 19.

_____. "The T-group and the Classroom." T-group Theory and Laboratory Method: Innovation in Re-education. L.P. Bradford and J.R. Gibb, editors. New York, Wiley, 1963.

Passow, A. Harry. "Detection and Selection of Ability and Selection for Educational Purposes." The Gifted Child: The Year Book of Education 1962, G.Z.F. Bereday and J.A. Lauwerys, editors. New York, Harcourt, Brace and World, 1962. pp. 155-191.

_____. "Highlights of Recent Research on Curriculum." Current Educational Research Activities in New York State. Albany, New York, New York State Education Department, 1962. pp. 63-69.

_____. "Teaching the Gifted." Attention to the Gifted a Decade Later. Columbus, Ohio, Ohio Department of Education, 1962. pp. 8-14.

Passow, A. Harry, editor. Education in Depressed Areas. New York, Bureau of Publications, Teachers College, Columbia University, 1963. 359 p.

Passow, A. Harry and Goldberg, Miriam L. "The Gifted." Behavioral Research on Exceptional Children, S.A. Kirk and B.B. Weiner, editors. Washington, D.C., Council for Exceptional Children, NEA, 1963. pp. 3-53.

Rosengren, Joan and Finn, James D. "8mm Sound Film: A Full-Dress Conference at Teachers College." Audiovisual Instruction, 7,2:90-93, February 1962.

Selby, Stuart A. "Film for the Classroom." Popular Photography, 51,6:144, December 1962.

Super, D.E. "The Definition and Measurement of Early Career Behavior: A First Formulation." Personnel and Guidance Journal, 41:775-780, 1963.

Super, D.E. "The Structure of Work Values in Relation to Status, Achievement, Interests, and Adjustment." Journal of Applied Psychology, 46:231-239, 1962.

Super, D.E. and Mowery, J.G. "Social and Personal Desirability in the Assessment of Work Values." Educational and Psychological Measurement, 21:715-719, 1962.